Programme 127†   L₅

$\left(\begin{array}{l}\textit{Sept. to Dec. 1933.}\\ \textit{Jan. to March, 1934, overseas}\end{array}\right)$

Parents' National Educational Union.

The Parents' Union School.

(*Address :* THE DIRECTOR, THE PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORMS VI. & V.
(Ages 15 to 18).

PUPILS' NAMES...

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Scripture.

The One Volume Bible Commentary, by J. R. Dummelow (Macmillan, 10/-): (*a*), Introduction, pp. xlviii.-liii.; lxxxviii.-xci.; and cvi.-cxii. VI. (*b*), *The Psalms*, 90-150, with pp. 365-378; V., (*b*), *I. Kings*, chapters 3-22, with pp. 212-228 ; and *Proverbs*, chapters 1-4 and 8, with pp. 378-381, and 382. VI. & V. (*c*), *The Epistle to the Romans*, chapters 1-8, with pp. 854-878.

The Saviour of the World, Vol. V. (P.N.E.U. Office, 3/-), pp. 1-63, with Bible text (see Index).

For Sunday reading (optional) :

VI. Stanley's *The Eastern Church* (Dent, 2/-), pp. 136-196. *A Short History of Our Religion*, by D. C. Somervell (Bell, 5/-), pp. 101-211. *Homes of the Psalms*, by Stacy Waddy (S.P.C.K., 6/-). *Christianity and Science in the Twentieth Century*, by Rev. A. E. Baker (Eyre & Spottiswoode, 2/-). Villari's *The Life and Times of Savonarola* (Fisher Unwin, out of print, borrow from a Library). *Piers Plowman* (Dent, 2/-).

VI.&V. *St. Paul's Life and Letters*, by A. C. Baird, D.D. (Clark, 1/-).

† The 127th term of work set since the Parents' Union School began.

V. *The Prophets of Israel*, by A. W. F. Blunt (Oxford, 2/6). Stanley's *Sinai and Palestine* (Murray, 2/6), pp. 1-62. *The Religions of Mankind*, by S. M. E. Trood (Christophers, 2/6), pp. 102-154; with *The Moslem World in Revolution* by W. Wilson Cash (C.M.S., 1/-). Milton's *Poems*: *Samson Agonistes*, *Sonnets* (Oxford, 3/6). George Herbert's *Poems* (Oxford, 2/-).

VI. & V. *Daily Readings and Notes* (Series A), monthly schemes, from the Secretary, B.R.F., 19, Old Queen St., London, S.W. 1 (2/6 a year).

Composition. (The daily "reports" also come under this heading.)

VI. & V. A good *précis* (see Morgan & Treble below, Section IV.). Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally write verses, *which must scan*; (see *The Nature of English Poetry*, by L. S. Harris (Dent, 5/-); also Morgan & Treble, Section VII.). *A Dictionary of Modern English Usage*, H. W. Fowler (Oxford, 7/6).

English Language.

Both Forms, parse and analyse every week.

VI. Taylor's *Words and Places* (Dent, 2/-), pp. 299-409. *On the Art of Reading*, by Sir A. Quiller-Couch (Cambridge Press, 3/6), pp. 107-216.

V. For revision and reference (Accidence, Syntax, History of Language, etc.) use *A Senior English Grammar*, by R. B. Morgan & H. A. Treble (Murray, 3/6). Trench's *English Past and Present* (Dent, 2/-), pp. 7-51; Lectures I. & II. (first half).

Literature (Books set include holiday and evening reading).

VI. (a) *The Lyrical Dramas of Æschylus*: *Agamemnon* (Dent, 2/-); (b), Shakespeare's *Richard II*. or, *Richard III.* (Blackie, 6d. each); (c), Scott's *Anne of Geierstein* (Dent, 2/-), or, *Quentin Durward* (Nelson, 1/3), or, Bulwer Lytton's *The Last of the Barons* (Dent, 2/-); (d), Pauli's *Pictures of Old England* (Routledge, 2/-); (e), Chaucer's *Complete Works* (Oxford, 3/6): *The Canterbury Tales*: *The Prologue* and *The Knight's Tale*; (f), Church's *Essays*: *Dante* (Routledge, 2/-); (g), *The Oxford Book of English Verse* (Oxford, 8/6).

V. (a), Shakespeare's *Much Ado About Nothing* (Blackie, 6d.); (b), Bunyan's *Pilgrim's Progress* (Oxford, 3/6, or Nelson, 1/3), or, *The Holy War* (R.T.S., 3/6); (c), *Don Quixote* (abridged, Dent, 5/-); (d), Milton's *Poems*, Oxford, 3/6): *Comus*, *L'Allegro* and *Il Penseroso*; (e), Scott's *Peveril of the Peak* (Dent, 2/-), or, *John Inglesant*, by J. H. Shorthouse (Macmillan, 2/-); (f), Macaulay's *Essays*: *John Hampden* and *Milton* (Vol. I., Dent, 2/-); (g), *Oliver Cromwell*, by John Drinkwater Sidgwick & Jackson, 2/6); (h) *The Book of English Poetry* (Jack 7/6), Herrick, Vaughan, Traherne, Marvell; (i) *An Anthology of Modern Verse* (Methuen, 2/6). Keep a Commonplace Book for passages that strike you particularly. Learn a hundred lines of poetry. Be able to give some account of what you have read in each book, with sketches of the chief characters.

British History.

VI. *History of England*, by G. M. Trevelyan, Part I. (Longmans, 4/6), pp. 178-266 (1272-1485); Read from *The Chronicles of Froissart* (Macmillan, 4/6); *English Wayfaring Life in the Middle Ages*, by J. J. Jusserand (Benn, 12/6), read from second half.

V. *History of England*, by G. M. Trevelyan, Part II. (Longmans, 4/6), pp. 375-476 (1603-1660), (For C.S.C. work, to p. 504). Read from *Cromwell's Letters and Dispatches*, Vol. III., (Dent, 2/-); or, *Passages from Pepys's Diary* (Blackie, 10d.).

General History.

VI. *The Legacy of the Ancient World*, by W. G. de Burgh (Macdonald & Evans, 15/-) pp. 155-219.

V. *Ancient Times*, by J. H. Breasted (Ginn, 14/-), pp. 350-405. *Medieval and Modern Times*, by J. H. Robinson (Ginn, 14/-), (latest edition), pp. 365-394.

VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. *History Charts* (P.N.E.U. Office, 6d.).

Quennell's *Everyday Things in Classical Greece* (Batsford, 8/-).

Smith's *Classical Dictionary* (Dent, 2/6). *An Atlas of Ancient and Classical Geography* (Dent, 2/6).

Every-Day Morals and Economics.

VI. Plato's *Education of the Young* (Cambridge Press, 4/6), pp. 12-16 and 49-77. *Everybody's Business*, by Hartley Withers (Cape, 10/6), pp. 17-96. *The Proper Study of Mankind*, by B. A. Howard (Ginn, 3/6), pp. 17-104.

V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 1-32. *The Rights and Duties of a Citizen*, by H. E. Malden (Methuen, 2/6), pp. 77-110. Milton's *Areopagitica* (Blackie, 10d.).

Geography.

VI. & V. *A New Regional Geography of the World*, by M. I. Newbigin (Christophers, 5/-), pp. 155-196.

VI. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 105-147. *The Other Side of the Lantern*, by Sir Frederick Treves (Cassell, 3/6), pp. 99-215.

V. Huxley's *Physiography* (revised edition, Macmillan, 5/-), pp. 139-188, or, take Martonne, with VI. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 77-88.

Philip's *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.

VI. & V. Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

The Oxford Advanced Atlas, by J. Bartholomew (1931, Oxford, 10/6).

General Science.

VI. *From Crystal to Television*, by V. Richards (Black, 5/-).

V. *Scientific Ideas of To-day* (latest edition), by C. R. Gibson (Seeley, 6/-). pp. 125-170.

VI. & V. Geikie's *Geology* (revised 1927, Macmillan, 7/6), pp. 1-47. Some account of the geology of your neighbourhood, drawing sections.
The Ordnance Survey Geological Map of the British Isles (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6).

Biology, Botany, Physiology, etc.

VI. *The Old Stone Age*, by M. C. Burkitt (Cambridge, 8/6), pp. 1-128. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 92-130.

V. *Botany*, by D. Thoday (Cambridge Press, 7/6), pp. 112-179. For suggestions for out-door work: Dr. Caver's *Botany* (University Press, 8/6) will be found useful, see questions following chapters x., xi., xxvi., xxvii., (ecology, roots, conifers).

Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note Book* with flower and bird lists (P.N.E.U. Office, 2/3).

Astronomy.

VI. *The Mysterious Universe*, by Sir James Jeans (Cambridge Press, new edition, 2/-), pp. 1-39, or work with V.

V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 192-253, (chapters 9, 10, 11, and first half of 12). Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations and planets visible. *Stars at a Glance* (Philip, 1/6).

French.

VI. & V. *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 70-75. Take a French paper (list can be obtained from Hachette).

VI. *La Chanson de Roland* (Blackie, 6d.); *Le Monde où l'on s'ennuie*, by E. Pailleron (Methuen, 1/9). *The Oxford Book of French Verse* (Oxford Press, 8/6).

V. *Cinq Mars*, by Alfred de Vigny (Harrap, 2/6). *Histoire de France*, by M. Thiéry (Dent, 2/-), pp. 3-56. *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

Latin.

VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 3-18, 110-114, 128, 129. *Limen*, Part II. (Murray, 2/6), pp. 268-279 and 173-207. *A Book of Latin Poetry* (Methuen, 2/-). *A Book of Latin Letters*, edited by R. G. C. Levens (Methuen, 3/6), pp. 44-63.

V. *Limen* (Murray, 2/6), pp. 1-95, or, (second year), pp. 173-207. *Livy Book II.*, edited by R. S. Conway, Litt. D. (Cambridge Press, 3/-), §§ 49-64; or, *Æneid, Book VI.*, edited by A. Sidgwick, M.A. (Cambridge, 2/-), lines 1-294.

Dies Romani, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

German.

VI. & V. *A Public School German Primer* (Macmillan, 4/-), VI.: for revision; V.: pp. 25-37, inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).

VI. Schiller's *Die Jungfrau von Orleans* (edited by B. W. Wells, Harrap, 3/6).

V. Meyer's *Gustav Adolf's Page* (Harrap, 1/6).

or, Italian.

VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 5/-): read from Part II., using Part I. and Appendices for studies in Grammar. For conversation practice, *Brush Up Your Italian*, by G. Tassinari (Dent, 2/6).

VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-). *Le Mie Prigioni*, by Silvio Pellico (Harrap, 2/6). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).

V. *All' Aria Aperta*, by Renate Fucini (P.N.E.U. Office, 2/4). *First Book of Italian Verse*, selected by John Purves, M.A. (Oliver & Boyd, 6/-).

Arithmetic.

VI. & V. Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 69-96; Teacher's Book VI. (2/3) is also essential. For mental work, *Arithmetical Dictation*, Book VI., by Alfred Wisdom (U.L.P., 1/3), Exs. 401-420.

or (second year) Dr. Ballard's *Fundamental Arithmetic*, Book VII. (1/4), pp. 62-90, also 95-97 (Tests D & E) and 108-112 (Problems M-R), with Teacher's Book VII. (2/6).

Geometry.

VI. & V. *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 232-252, or, (second year), pp. 270-277, and revise section V.
The School Set of Mathematical Instruments (P.N.E.U. Office, 2/-).

Algebra.

VI. & V. *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 219-223 and 240-244; or, (second year), 250-254.

Art Studies.

VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), pp. 182-241, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. I. (Batsford, 6/-), pp. 79-179.

V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters 15 and 18. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 228-261; or, (second year), *The Basis of Design*, by Walter Crane (Bell, 10/-), pp. 302-373.
For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).

VI. & V. Six reproductions of works by Velasquez (P.N.E.U. Office, 2/- the set); see notes in the September *Parents' Review*.

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 67-103, with practice of previous exercises. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Music Appreciation.

The work of Handel : see (*a*), article, and (*b*), records suggested under *Our Work*, in the September *Parents' Review*. *Handel*, by Romain Rolland (Kegan Paul, 4/6). *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

Music.

Choose and learn suitable compositions by Handel.

(*a*) *The Growth of Music*, by H. C. Colles (Oxford Press, 10/6). (*b*) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term ; see preface. (*c*) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6).

Singing.

Two English and two French songs ; two German songs or two Italian songs. Carols.

National or Folk Songs from *Songs of the British Islands*, edited by Sir H. Hadow (Curwen, 6/-), or, from *Fifty Songs for Schools* (Associated Board, 2/6 ; words and voice only, 1/-). *The Clarendon Song Books*, Books V. & VI. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each) ; *The Cowley Carol Books*, Series I. & II. (Mowbray, 2/- each).

Drill, etc.

Daily drill, dancing or games.

A Manual of Free Standing Movements, by H. D. Hassum (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Six Country Dances : *The English Country Dance*, Graded Series, Vols. VI.-VIII. (Novello, 3/- each) ; music and instructions for six dances in each volume ; also *The Apted Book of Country Dances* (Heffer, instructions and airs, 3/-, pianoforte tunes, 2/6). Hockey ; Lacrosse.

Work : Arts and Crafts.

(*a*) Studies in colour, and in plant and animal drawing from memory ; see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 26-83.

(*b*) Design and work some embroidery, and make a garment.

See *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6) ; *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

(*c*) Stencilling ; see *Drawing, Design and Craftwork*, pp. 182-185.

(*d*) Do some definite house and garden work. Darn and mend each week.

Practical Housecraft : (1) *Housewifery*, (2) *Laundry*, (3) *Cookery* (Longmans, 6d. each).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

The Cambridge School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. See special leaflet. For further details write to the Director, The Parents' Union School, Ambleside.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons, and offer scope for hobbies. Form VI. work should not be attempted unless the full two years' work has been done in Form V. (Ages in V., 15 to 17). The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional.

N.B. 2.—For principles and methods of teaching the various subjects see *An Essay Towards a Philosophy of Education* (7/6), *Parents and Children* (5/-), (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (*a*) begin the book set if the subject is new, or (*b*) continue the subject in the set book from the point they have reached ; but they will be handicapped in the future if they have not covered the full course for Form V. (6 terms).

N.B. 4.—Each pupil should have a copy of all books, etc., marked *, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, the Parents' Union School, Ambleside.

N.B. 7.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours : 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays).

N.B. 8.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

To Ex-P.U.S. Members and Ex-Students of the House of Education taking the P.U.S. Reading Course.

Bibliographies for further reading will be found in *The Legacy of the Ancient World*, *Ancient Times*, *Medieval and Modern Times*, Trevelyan's *British History*.

The following books are also suggested: *Everyman's Bible*, an anthology chosen with an introduction by Dean Inge (Longmans, 7/6); Bishop Gore's *The Philosophy of the Good Life* (Murray, 10/6); *Supernatural Religion in its Relation to Democracy*, by S. C. Carpenter, B.D. (Ivor Nicholson & Watson, 15/-); *Socrates*, by A. E. Taylor (Davies, 5/-); Trevelyan's *England in the Age of Wyclif* (Longmans, 10/6; *The Paston Letters*, 2 vols., (Dent, 2/- each); *Schliemann of Troy*, by Emil Ludwig (Putnam, 21/-); *Looking Forward*, by Franklin D. Roosevelt (Heinemann, 7/6); *Economic Prosperity in the British Empire*, by Stephen Leacock (Constable, 7/6); *The Nation's Appeal to the Housewife*, by Rev. J. C. Pringle (Longmans, 2/6); *The Nature of the Physical World*, by Sir A. S. Eddington (Cambridge Press, 5/-); *The Universe Around Us*, by Sir James Jeans (2nd edition, Cambrdge Press, 12/6); *The Expanding Universe*, by Sir A. Eddington (Cambridge, 3/6); *The Mechanism of Nature*, by C. Andrade (Bell, 6/-); *The Seas*, by F. S. Russell & C. M. Yonge (Warne, 12/6); *Life by the Seashore*, by M. Newbigin (revised edition), (Allen & Unwin, 7/6); *Life*, by Sir A. E. Shipley (new edition, Cambridge, 5/-).

Parents' National Educational Union

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Motto: "*I am, I can, I ought, I will.*"

FORMS VI. & V.

Pupils' Names...

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Scripture.

VI. 1. Write upon (*a*), "The Songs of Pilgrimages," (Psalms 120-134), and (*b*), The Hallelujah Psalms, showing the special significance of each group and quoting verses which illustrate the psalmist's faith in God's overruling power. What have you to say about expressions of vindictive resentment?

    2. Sketch briefly the early life and character of St. Paul.

V. 1. Sketch briefly the life of Solomon giving the substance of his prayer (*a*), For an understanding heart, (*b*), at the dedication of the temple. Show that wisdom was given him. What two lessons may we learn from his falling away from God?

    2. Write fully upon (*a*), "Happy is the man that findeth wisdom" (*Proverbs III.*), *or*, (*b*), the invitation of Wisdom, "Unto you, O men, I call" (*Proverbs VIII.*)

VI. & V. 3. What was the occasion and purpose of St. Paul's *Epistle to the Romans*?

    4. By what arguments does St. Paul show (*a*), the need of the world, (*b*), the inadequacy of the law to save, (*c*), a new way to salvation? Quotations when possible.

    5. Describe "the great controversy" between our Lord and the "men of letters" and the teaching referred to in,—"But ye, who nothing lack, ye have no will."

Composition.

VI. & V. 1. Some verses, which must scan, on **one** of the following, not already chosen under Literature ;—(*a*), Cassandra, (*b*), The Canterbury Pilgrims, (*c*), "Don Quixote," (*d*). "Fenella," (*e*), Trees in winter.

    2. A short debate on **one** of the following,—(*a*), Social service and its claims, (*b*), the suggested reforms for unemployment insurance, (*c*), recent efforts at **tariff reform and the stablisation of currency,** (*d*), **modern dictatorship.**

English Language.

VI. & V. 1. Analyse, parsing the words in italics,—

"*When* I go forth, on such a pleasant day,
One breath *out-doors* takes *all* my care *away* ;
It goes *like* heavy smoke, *when* flames take hold
Of wood that's green and *fill* a grate with gold."

2. Write upon (VI.) "Many words were once local names"; (V.) "The English language is a composite language."

Literature. (Only three questions to be answered).

VI. 1.

"Call no man happy
Till death hath found him prosperous to the close."

Connect these words of Agamemnon to Clytemnestra with the events of the play by Æschylus. Other quotations.

2. Compare and contrast the characters of Richard II. and Bolingbroke. Quotations from the play.

3. "I am myself alone." Discuss this estimate of Richard III. from your reading of the play. Quotations.

4. What light upon the history of the time have you gathered from **one** of the following novels,— (*a*), *Anne of Geierstein*, (*b*), *Quentin Durward*, (*c*), *The Last of the Barons*.

5. An essay on Henry V. and King Sigismund.

6. Characterise half-a-dozen of Chaucer's pilgrims in the *Prologue* to the *Canterbury Tales*, showing in one instance how a tale gave Chaucer a means of finishing a portrait. Quotations.

7. Write down some of the thoughts you have gathered about the *Divina Commedia*, from your reading of Dean Church's Essay.

V. 1. Sketch the plot of *Much Ado about Nothing*, with special reference to the characters of Beatrice and Benedick. Quotations.

2. Describe, in the manner of the original, a scene from (*a*), *The Pilgrim's Progress*, *or*, (*b*), *The Holy War*, which shows why Bunyan's allegory ranks as great literature.

3. Give, in the manner of Cervantes, two scenes from *Don Quixote* which illustrate the different philosophies of life of (*a*), Sancho, (*b*), his master.

4. Write a short essay on **one** of the following,—(*a*), John Hampden, (*b*), Milton, (*c*), Oliver Cromwell.

5. Describe a scene which illustrates the life of the times from (*a*), *Peveril of the Peak*, *or*, (*b*), *John Inglesant*.

6. Write a short résumé of *Comus*, quoting beautiful lines.

7. Show from *L'Allegro* and *Il Penseroso* how the pensive and the cheerful man vary and agree in what attracts them. Quotations.

British History.

VI. 1. Describe the great social changes in Thirteenth Century England connected with (*a*), the rise of the Universities, and (*b*), the coming of the friars. Dates.

2. "The first eighteen years of Edward I. saw the beginning of our Statute Law." Write upon this. Dates.

3. Summarise briefly the events of the Hundred Years' War showing how the habits of thought and feeling then contracted lasted for centuries.

or, 3. Write upon (*a*), the messengers, itinerant merchants and pedlars of the Middle Ages, *or*, (*b*), Bertrand du Guesclin (Froissart's Chronicles).

V. 1. Sketch the character and policy of James I., contrasting his outlook with that of the Tudor sovereigns. Dates.

2. "The English Civil War was a contest for political and religious ideas that divided every rank." Explain and illustrate, giving a summary of the events of the war. Dates.

3. Write upon the character of Colonisation and Colonial policy in the Seventeenth Century. Dates.

or, 3. What side-lights upon the history of the times have you gathered from (*a*), Cromwell's *Letters*, *or*, (*b*), Pepys's *Diary* ?

General History.

VI. 1. " The great achievement of Alexander was the diffusion of Hellenism over the Eastern World." Trace the steps by which this was accomplished.

2. " So mighty a work was it to build the Roman race." Write upon the growth of the Roman Republic which coincided with this " race-building."

V. 1. Contrast the beginning of the fifth century in Athens with the end. Write notes upon (*a*), the art of Imperial Athens, (*b*), the Sicilian expedition. Dates.

2. Give some account of the beginning of financial and political economy after the Peloponnesian Wars.

Every-Day Morals and Economics.

VI. 1. Trace as closely as you can Plato's argument for the promotion of courage, truthfulness and temperance in the education of young people.

2. " All wealth is created by labour." Discuss, showing where the fallacy lies.

V. 1. " Conscience must learn its lessons . . . upon the affairs of body, heart and mind." Show (*a*), why this is necessary and (*b*), upon what teachers conscience depends for instruction.

2. " Books are not absolutely dead things but do contain a potency of life in them." Quote some other thoughts of Milton about books and trace the argument of his plea for the liberty of the press.

or, 2. Give some account of the powers exercised by local government under the laws of the national government.

Geography

VI.&V. 1. Write upon the climatic conditions of the peninsula of India, and its effects on agriculture. Map.

VI. 2. Write upon the origin and variation of lakes, with special reference to any with which you are familiar.

3. "Impressions," after a visit to (a) Jeypore, (b) Cawnpore, or, (c) Rangoon.

V. 2. An essay on "Ice and its work."

3. Draw a sketch map of a piece of land you have surveyed. Write brief notes on how it was done.

General Science.

VI. 1. Write notes on what you have gathered as to (a) wireless, and (b) television.

V. 1. "Energy appears in at least eight distinct forms." Write upon these various forms, and show that all forms of energy belong to one or other of two classes.

VI.&V. 2. Write an essay on the effects of "Weathering," with special reference to any you have seen. Drawings.

Biology, Botany, etc.

VI. 1. Upon what four main lines are prehistoric studies pursued? Write fully upon one of them.

2. An essay upon the brain, showing that brain and mind are not synonymous terms.

V. 1. What does the microscope reveal of the structure of a sunflower stem in (a) transverse, (b) longitudinal section? Give and explain diagrams.

2. Give examples of modification for special functions of (a) buds, (b) stems, (c) leaves. Write fully upon **two** of them. Drawings.

Astronomy.

VI. 1. What ideas have you gathered from the term's reading on modern theories about (a) time, (b) light, (c) radiation?

V. 1. Write an essay on (a) the measurement and weighing of the earth, or, (b) the orbit and the apparent movements of Mars.

VI.&V. 2. Draw a chart of the night sky in early December. Write shortly upon any special observations you have made this term.

French. (All answers to be written in French.)

VI. 1. Give a résumé of Le Monde ou l'on s'ennuie.

2. Write upon the origin of the expression "a Roland for an Oliver."

VI.&V. 3. Translate into French, (VI.) Dante, by Dean Church, page 48, "Dante . . . . himself"; (V.) An Anthology of Modern Verse, page 44, "The pebbles . . . . began" (prose).

V. 1. Write a short account of Bertrand du Guesclin. Dates.

2. Describe in French, (a) a meeting between Louis XIII. and Richelieu, or, (b) Anne of Austria holds a reception.

Latin.

VI. 1. Form adverbs from the following adjectives and write the Comparative and Superlative of the adjectives and adverbs :— audax, bonus, similis, multus, acer.

2. Translate : (1) A fierce battle was fought against the enemy. (2) At what price can you buy slaves who will fight for your country? (3) If we had had greater forces the enemy would not have captured the town.

3. (i.) "A Book of Latin Letters" (Levens) Translate Page 58, Letter 64. (ii.) Read again the Latin of Letter 64, then write a narration in Latin.

V. (Second year) 1. Form adverbs from : brevis, facilis, acer, clarus, largus, and write the Comparative and Superlative of the adverbs.

2. Translate : (1) The ships will not be captured by the enemy. (2) A fierce battle was being fought by the Romans. (3) They made many camps lest the enemy should come into their fields.

(First year) 1. Decline "unus vir" and "hic puer."

2. Translate : (1) The boys and you were praising the beautiful stories. (2) The Romans were skilled in war and eager for fame. (3) Some slaves prepared supper, others brought tables.

(First and Second years) 3. (i.) Translate Livy Book II., ch. 50, §§ 7-8, Primo . . . faciebat. (ii.) Read the Latin again and write a narration in Latin.

or, 3. Vergil Aeneid VI. (i.) Translate lines 125-132, Talibus . . . . atro. (ii.) Parse each word in line 125 or scan lines 128 and 132.

German.

VI. 1. Translate into German.— Pauli's Pictures of Old England, page 147 "The German . . . . steelyard"

2. Describe the scene from Die Jungfrau von Orleans, in which Joan, Dunois and King Charles meet.

VI.&V. 3. Translate into English Deutsche Lyrik, VI. No. 232, p. 255; V. No. 267, p. 292.

V. 1. Translate into German, Don Quixote, chapter ii, page 19, "While they were thus talking . . . . Greece."

2. Describe in German, the scene where Gustav Adolf searches for a motto.

or, Italian.

VI.&V. 1. Write in Italian a short conversation describing a visit.

2. (a) Write the substance of a Canto from the Divina Commedia, or (b), describe a scene from All'Aria Aperta.

3. Translate into English A First Book of Italian Verse, No. 34.

Arithmetic.

(2nd Year).

1. A stock-holder receives a dividend of 3 per cent. on his stock and pays an income tax of 4s. in the £ on it. In the following year he receives a dividend of $3\frac{1}{2}$ per cent. on the stock and pays an income tax of 2s. 6d. in the £. His net income is thus increased by £26 10s. How much of the stock does he hold?

2. If $V = \frac{4}{3}\Pi R^3$ is the formula for the volume of a sphere of radius R find, by logarithms, the value of V in c. ft. when R is 12·5 ins. ($\Pi = 3\cdot142$).

3. A and B run a race of $\frac{1}{2}$ mile on a course $\frac{1}{3}$ mile round. They run in opposite directions and A wins by 18 yards. Where was B when A passed the starting post after going once round?

(1st Year).

1. Assuming that $\frac{PV}{T}$ is constant find the volume of a quantity of Hydrogen, at a temperature of 0°C and a pressure of 760 m.m., if it occupies 380 c.c. at a temperature of 12°C. and a pressure of 740 m.m. (0°C. = 273° Absolute).

2. Find, to the nearest penny, the discount on a bill for £275, drawn on April 16th at 5 months, and discounted on July 1st, at 3 per cent. (Allow 3 days of grace).

3. An agent is allowed a commission of $1\frac{1}{2}$ per cent. on his sales. What value of goods has he sold if he receives £48. 7s. 6d.? What would have been the rate per cent. if he had only received £22. 5s.?

Geometry.

(2nd Year).

1. The areas of triangles of equal altitude are to one another as their bases.

2. ABC is a triangle in which AB = 1·5 cm., BC = 1·4 cm., CA = 1·3 cm. and the altitude AH = 1·2 cm. XYZ is a similar triangle to ABC, and XY, the side corresponding to AB, is 2·5 cm. Find the the ratio of the areas of the triangles and the lengths of the sides XZ and ZY.

3. The sum of the squares on the sides of a quadrilateral is greater than the sum of the squares on its diagonals by four times the square on the straight line which joins the middle points of the diagonals.

(1st Year).

1. If, from a point outside a circle, a secant and a tangent to the circle are drawn, the rectangle contained by the whole secant and the segment of it without the circle is equal to the square on the tangent.

2. If two sides of a triangle are divided in the same ratio the straight line joining the points of section is parallel to the third side.

3. A footbridge consists of a circular arc resting on supports at X and Y at the same level. The highest point of the bridge is 4 ft. above XY and XY is 24 ft. Find the radius of the arc.

Algebra.

V. (2nd Year).

1. i. Show that
$$\sqrt{96} + \log \tfrac{40}{81} = \tfrac{11}{2}\log 2 - \tfrac{7}{2}\log 3 + \log 5.$$

  ii. Find by logarithms the value of $\dfrac{29\cdot18 \times (7\cdot62)^2}{\sqrt{891\cdot6}}$

2. The time required to mow a field varies directly as its area and inversely as the number of men employed. If 8 men mow a field of 20 acres in 5 days how many men will be required to mow a field of 15 acres in 6 days?

3. The volume of a cone varies jointly as its height and the square of the radius of its base. If 33 c. ft. be the volume of a cone 14 ft. high on a base of radius 1 ft. 6 in. find the volume of a cone of the same material, half as high, on a base of twice the radius.

(1st Year).

1. Solve i. $\dfrac{3x-2}{3x+4} = \dfrac{4x-5}{4x+1}$

  ii. $\dfrac{x}{x+2} - \dfrac{3x-10}{3x-9} = \dfrac{5}{3-x}$

2. Solve the equations:

  i. $\dfrac{x+1}{x+4} + \dfrac{x+4}{x-5} + \dfrac{x-5}{x+1} = 3$

  ii. $\dfrac{2x+1}{x+1} + \dfrac{2x+9}{x+5} = \dfrac{2x+3}{x+2} + \dfrac{2x+7}{x+4}$

3. Draw the graph of $y = x - \dfrac{x^2}{4}$ from $x = -2$ to $x = 6$; hence find the roots of the equation $\dfrac{x^2}{4} - x = 0$, and the maximum value of the expression $x - \dfrac{x^2}{4}$ Take 1 inch as your unit along each axis.

Art Studies. (Answer two questions only.)

VI. & V. 1. Give a short account of the work of (a), Botticelli, or, (b), the Van Eycks, describing one picture you have enjoyed.

2. Describe (a), "Æsop," or (b), "Don Carlos," by Velasquez, giving a sketch of the portrait from memory.

3. Write an essay on (VI.) Doric architecture, (V.) modern architecture, with special reference to any buildings you have seen. Drawings.

or, V. 3. "Like rich jewels strung upon a golden chain" (Walter Crane). Put together some such chain from your own study of pictures.

Painting.

1. A design for a stencilled Christmas card (or a calendar), with bird or animal forms and with beautiful lettering.

2. A conventional design suitable for embroidering on material.

Music Appreciation.
> What music by Handel have you learnt this term? Write fully about (*a*) an oratorio, *or*, (*b*), a keyboard suite.

Reading. *
> Father to choose an unseen (*a*), essay, (*b*), poem.

Music. *
> Parents to report upon practical examination.

Singing. *
> Father to choose an English, and a French song.

Drill. *
> Report progress.

Work, Crafts, etc. *
> Outside friend to examine. List of handicrafts completed to appear on *Parents' Report.*

N.B. 1.—Examination to begin on Monday, December 11th. Papers to be posted on Dec. 16th, *with no other enclosure.* The examination should last a full school week.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up.** For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term ; (*b*), if there has been any handicap on account of illness during the term ; (*c*), the reason for the omission of subjects in the examination.